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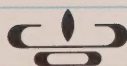
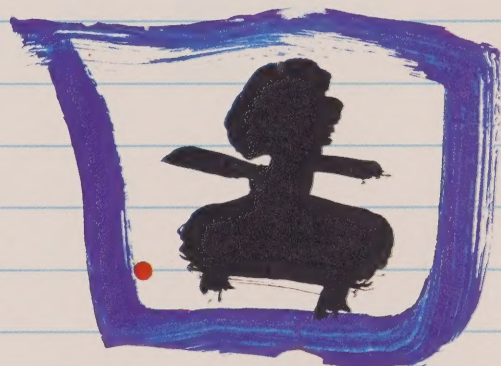
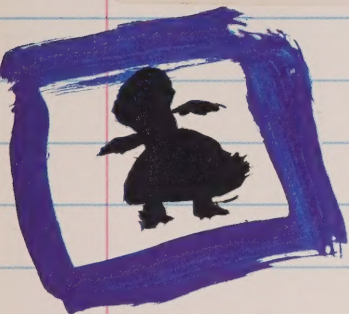
Background studies on day care.
(See. pag 81)

Kindergarten

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Ontario Department of Education 1966



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Kindergarten

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Department of
Education
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A democratic society is constantly undergoing change. Revision of the course of study for the schools of such a society is, therefore, a continuous process. The current program must always be regarded as tentative, and subject to modification from time to time to meet new needs and changing conditions.

This Kindergarten program is a part of the current updating of the courses of study from Kindergarten through Grade 6. It has been prepared in consultation with teachers, supervisors, and inspectors throughout the province.

The intention is to present a general guide rather than a prescriptive course. It is hoped that a study of this material will stimulate continuing thought in curriculum planning and constant reappraisal of Kindergarten education.

Preface

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The first year in school is a critical period in a child's growth. Initial experiences and impressions leave indelible imprints which affect later growth and development. The attitude that a child develops towards education and towards life itself is frequently a reflection of his initial experiences in Nursery School, Kindergarten, or Grade 1.

Planning the program for Kindergarten children involves many factors, including an understanding of child growth and development, an appreciation of the individuality of each child within the class, a sensitive awareness of individual differences, a knowledge of educational experiences which are suitable for five-year-old children, and the establishment of objectives to help each child make the most of his potentialities.

Whatever the child's stage of development, his attitudes, and his ideas, the teacher accepts him as a fellow human being and respects him as a person. She is aware that his needs must be satisfied in ways that are consistent with his ability, values, and purposes. In turn, the child feels that the teacher is happy to have him in her class and that she understands and appreciates him.

Although the demands of society may change, the teacher recognizes that there are universal basic needs which do not change. These include the need for self-confidence, for belonging to the group, for achievement, for a variety of experiences, and for love. These needs must be satisfied if a child is to acquire a sensitivity and an adaptability which will enable him to meet the changing demands of his society.

The teacher is aware of her important role in helping each child to build satisfactory human relationships. This ability to share and to live compatibly with others is developed only through situations involving working and playing with another person or with groups. There are times when the teacher plays an active part in the learning situation of sharing and living together. Sometimes, when she makes an understanding and judicious intervention, she helps children appreciate a code of behaviour. Occasionally, she must limit and direct their social activity, especially when they seem unable to control their own behaviour. It is essential also that even when the teacher does not need to intrude, she should be near, because young children appreciate the approval and feeling of security which the presence of an adult gives.

Social interaction presents many difficulties for five-year-olds. One child differs from another in the amount of time, experience and guidance which he requires to enable him to understand other people and to understand himself. A Kindergarten program should provide many opportunities for children to participate and to experiment in social living. Children should learn to cooperate and share without fighting, withdrawing, or giving up their own rights. In addition, they should learn orderly habits and develop courtesy and consideration – not as ends, but because these contribute to fuller living for themselves.

The teacher is aware that the emphasis is on the child learning, not on the teacher teaching. The child learns naturally through interaction with his environment; for him learning is an active, seeking process. The richness of the child's experience depends greatly on the classroom environment. The room should be alive with interesting things – things which make the child wonder, question, and attempt to find answers. There should be frequent changes, with new and challenging stimuli. The



teacher provides the media, arranges the situations, and assists the child by asking questions, by helping him answer his questions, by listening to him, by encouraging him, by guiding him, and by helping him reflect on his learning.

The child's motives for learning come, in the first place, from his own nature, from his innate impulse to achieve, to find out, to master his own body and his environment. Much of what he tries to learn will be exceedingly difficult. He will persist and carry through to a satisfying and successful conclusion if he has been able to build confidence in himself and if he has developed a feeling of security with his teacher.

"The nature of the child must determine all the details of his education, and an educational institution must be so organized as to afford room for adaptation to the inclination and needs of the individual pupil."

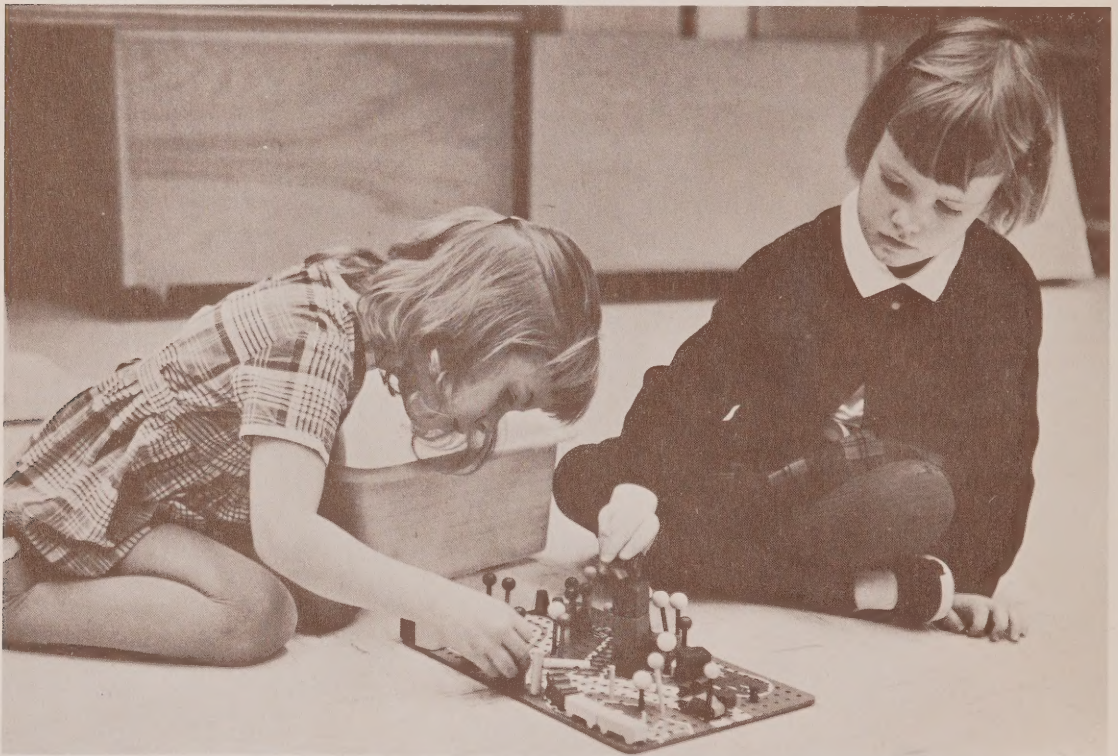
Pestálozzi



Kindergarten Children

No two five-year-olds are alike in their rate of growth and in their intellectual capacity, but certain characteristics of growth, needs and interests are found in varying degrees and intensities in every child. These common characteristics should be used in providing appropriate learning situations for children and in guiding their development.

- Most children are extremely active physically, and they tire easily.
- Their large muscles are usually more fully developed than the small muscles.
- Most children are not able to handle tasks that demand fine hand-and-eye coordination; for example, some cannot tie their shoe laces.
- Girls tend to mature physically more rapidly than boys, and to be more mature in factors related to total language abilities.



- Auditory perception is not well developed.
- Speech is sometimes faulty and immature.
- Span of attention varies greatly according to interest, intelligence, maturity, previous experiences, and general physical health.
- Children talk, ask questions, and participate in dramatic play.
They like to hear, see, smell, taste, touch and manipulate.
- They are very curious about the world around them. They like to investigate, experiment and discover.

- They like attention, thrive on adult approval, like to be successful, and need assurance that their efforts and questions are worthwhile. They need to feel wanted and to be accepted for themselves as individuals at their current level of development.
- They swing constantly from dependence to independence even with regard to the things they can do well.
- They are making social adjustments from the security of the family and home to a new environment with a teacher and a large group of age-mates.
- They are not influenced by the status, colour, race or religion of others.
- They tend to repeat pleasant experiences and to avoid repetition of unpleasant experiences.



- They show evidences of anger and tension when they are frustrated.
- Most children tend to be happy, pleasant and helpful.

"In every human being . . . there lies and lives humanity as a whole, but in each one it is realized and expressed in a wholly particular, peculiar, personal, unique manner."

Froebel

Goals for each Child

Goals for each child in relation to himself:

To develop a feeling of adequacy and self-respect by gaining recognition as a dignified human being;

To develop a favourable attitude to learning by experiencing success and by learning how to deal effectively with failure;

To develop some independence by making his own choices and decisions and yet feel free to go to the teacher for help and assurance when needed;

To recognize his own feelings and to begin to develop self-control of those feelings;

To develop a sense of responsibility by caring for his possessions and materials;

To develop habits of orderliness.

Goals for each child in relation to other people:

To develop a respect for other children and adults;

To develop a sympathy and tolerance for the shortcomings of others;

To improve perception of the emotions and feelings of others;

To learn how to work with a group;

To develop an acceptance and enjoyment of other children and at the same time to feel accepted by them.

Goals for each child in relation to physical development:

To develop his muscles by frequent vigorous physical activity;

To improve his coordination by manipulative activity;

To learn the correct use of a variety of materials and equipment;

To accept responsibility for the storage and arrangement of materials and equipment.

Goals for each child in relation to the world of ideas:

To have many opportunities for experiences which arouse curiosity and enthusiasm;

To develop an awareness of the environment;

To adventure with new ideas and new places – experiment, test, discover, take excursions;

To sharpen the use of the senses of hearing, seeing, smelling, tasting and touching;

To do some planning – to think, work, follow through, make decisions;

To discuss, question, organize, classify information and draw conclusions;



To explore and develop ideas in creative ways;

To develop interest in books and other printed materials;

To recognize that written symbols have meaning – that information may be communicated to and from others by printed symbols;

To clarify word concepts and to enlarge vocabulary;

To distinguish between reality and fantasy;

To develop imagination;

To enjoy humour;

To increase understandings of size, shape, space, simple quantity and time relationships;

To learn to communicate ideas of number and quantity.



The Kindergarten Day



So many factors influence the planning of a daily program for five-year-olds that it is impossible to design a schedule equally appropriate and flexible for all children in all schools. Only the teacher herself, knowing her children and their backgrounds and the opportunities of the school environment, can plan a program which is psychologically sound, interesting and challenging. Adaptations have to be made also in the light of the school routine, the administrative policies, and the use of the playground and gymnasium.

Although variations in programs and schedules are inevitable and probably highly desirable, certain experiences should be part of the program of every Kindergarten. These should be arranged in large blocks of time so that sufficient time will be spent on each activity. Children should not be rushed or regimented from one type of activity to another.

No two teachers will likely follow the same schedule, and no teacher will use the same schedule for every school day; but for all teachers there are certain principles and recommendations which might be followed in planning.

- 1. There should be an alternation of strenuous activities and quieter pursuits.
- 2. Relaxation might be provided by a change of pace, from an active period to a quiet period of story-telling, looking at books, or listening to music or a story. If a child needs a rest, there should be provision for him to stretch out and sleep.
- 3. There should be an easy transition from one activity to another without the necessity of constantly rearranging the room.

In some Kindergartens the activity time occupies the first block of time. As soon as the children arrive, they begin whatever activity they choose. This gives the teacher an opportunity to greet each child as he enters and to talk with him if the child so desires.

At the end of the activity time the teacher has a group assembly, which might take from a few minutes to a half-hour. This is followed by any necessary routines. The last block of time might include experiences related to the development of an interest, physical education, a story, poetry, music, evaluation, and dismissal.

- 4. In some Kindergartens the group assembly is held before the activity time. This might stimulate or give direction to the activity period.
- 5. Many teachers recommend some type of experience which is pleasant—but not too exhilarating—as a good note on which to close the session. This might consist of music or literature not necessarily related to the development of the current interest.
- 6. In any schedule the physical education period will be taken at the time best suited for the children within the schedule of the whole school.
- 7. As children mature, more time will be spent in planning, in evaluating, and in providing more advanced language experiences for the mature children.
- 8. A good Kindergarten program requires thorough and consistent planning. There will be long-range plans for such things as the development of an interest, the organization of activity time, and the sequential development

of certain skills. There will be short-range plans to ensure a balanced program over a period of time, because not all activities and experiences can be included every day. In addition, the program may be altered considerably when the class takes an excursion or when a visitor is invited to visit the classroom. Daily plans are made after careful observation of the children's response and contribution to the current interest, to decide how much more time should be devoted to it.

- It is difficult to follow a regular schedule during the first school days in September. The size of the group and its general composition will largely determine the events. The teacher's goal is to make this first experience such that children feel comfortable and will want to return the next day.

At first there should be many familiar materials, stories, simple songs and games. Most children like to talk, but since at this time they can attend



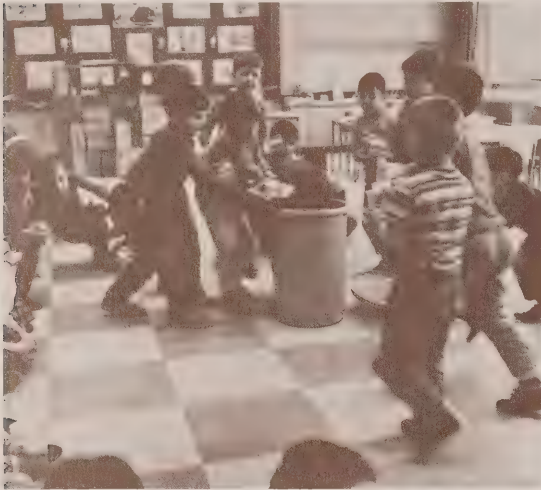
to one activity only for very short periods, the teacher arranges frequent, short conversations based on common interests and experiences so every one can make a beginning when he feels ready. Common interests would include the home, the neighbourhood, and experiences based on what the children have done in the classroom.

Most teachers recommend spacing the entrance of Kindergarten children. This procedure provides a more encouraging experience for the children and helps the teacher to establish a more personal relationship with each child.

Routines

The Kindergarten teacher is the key factor in the development of a feeling of security within the classroom. As a person who enjoys and accepts children as they are, she helps them accept each other and contributes greatly to the happiness and stability of the class. She establishes a daily routine which includes ample time to move from one activity to another. She is consistent in the enforcement of limits. Her voice is quiet and pleasant. She endeavours to build the necessary security from which each child can move into new experiences without feeling confused and upset.

Within such a secure framework, limits are set for routines such as entrance, removal of outer clothing, relaxation, dressing, dismissal, and toilet if washrooms are outside the classroom. There should be definite patterns of behaviour which the children are expected to adopt in the conduct of each daily procedure. These routines and controls should be



discussed and formulated by the group as the need for them arises. Ideally, children should learn that limits or controls are means of achieving satisfaction rather than barriers or frustrations.

In each Kindergarten, children learn to care for individual possessions and personal needs, to put away materials used at various times during the day, and to contribute to the orderliness and attractiveness of the room. These experiences should foster cooperation, independence, desirable personal habits, and an acceptance of responsibility.

Group Assembly

There are periods in the program when teacher and pupils gather together as a group for specific purposes such as music, physical education, an excursion, stories and poetry, announcements, discussion, planning and evaluation. There are unscheduled get-togethers to observe the transportation of a house along the street or highway, to exclaim about the first snow, to hear the robin's message, to feel crystalline rock, or to taste some of the birthday cookies made by the children for the school janitor.

The daily group assembly period held at the beginning of the half-day session, or after activity time, might include some of the following:

- Opening with a period of welcome, prayer, song;
- Giving messages, announcements, directions;
- Sharing of news and experiences, conversation;



- Showing items of interest brought from home;
- Observing the weather; drawing attention as the year progresses to the day, month and calendar;
- Discussing routines;
- Evaluating some of the activities;
- Planning work and experiences for current interest;
- Discussing the new materials; deciding how to care for them, where to keep them, and how to incorporate them within the program;
- Enjoying music, literature, radio broadcasts, film strips, films, television programs, puppet shows, dramatics.



Activity time is a very important part of the daily program. It is a highly individualized experience which allows for much self-initiated, self-selected, self-directed and self-evaluated activity. Here the child learns about the qualities of materials and the use of tools. By handling materials and equipment, he gains sensory skill and muscular control. He learns to live with other children, to share, to give way, to take turns, to assert himself and to take responsibility. He develops initiative and independence, caring for his own materials and doing his own clearing up. He exercises his imagination and his powers of planning, reasoning and problem-solving, all within a setting that is meaningful and important to him and therefore calling for his best effort.

This part of the Kindergarten program which is known as “activity”, “play”, “free play”, “self-directed activity”, or “pupil-directed activity”, should not be regarded as the opposite of work. Effort, intensity, concentration, and many of the other characteristics commonly attributed to work belong also to play. It is through self-directed activity or play that the child tests and becomes aware of his own physical powers. Activity is beneficial in reducing surplus energy and in coping with feelings of exasperation, frustration and other emotions. Frequently it is used as a repetition of experience, when the child spontaneously practises something that he has achieved. It can also be an excellent medium of imaginative expression for the child.

At the beginning of the year, the child's play is often self-centred and solitary. As he adjusts himself to his new environment, he extends his interests to other things and to other people. He may watch others at play and talk to them, but not take part in their activities. When he does join them there is very little cooperation. Eventually, however, some children develop the ability to work with groups.

For each child, whatever his maturity and ability, the impulse comes from within to learn, to achieve, to find out, and to experience the joy and excitement of discovery. It is essential, therefore, that the classroom should provide a variety of materials and learning centres to encourage and challenge each child at his own stage of development.

The activity period makes great demands of the teacher. Arranging materials and equipment and creating a desirable classroom climate are her first responsibilities. Only if children have a feeling of security with their teacher will they express their own ideas, experiment, and try to meet their own needs. They must feel that the teacher is interested in them and in what they are doing. Her role is to stimulate, to commend, to guide, to assist where she is needed, and to encourage links with the development of language. As she works with the children individually and in small groups, she has an excellent opportunity to observe each one and to gain information about his total growth and abilities. She will note from time to time the desirability of removing some of the materials and of introducing new materials and equipment to meet the developmental needs and interests of each child.

Learning Centres

Learning centres are established in each classroom to provide opportunities for five-year-old children to meet their needs and interests, such as for large and small muscle development, for dramatic play, for manipulation

Activity Time



and matching, for manipulation and construction, for exploration, testing, and discovery, and for experiences to develop perceptual skills.

The following are learning centres with suggestions for materials and equipment:

Blocks: wooden blocks of various sizes and shapes, such as wooden floor blocks, hollow blocks

Picture Making: material for drawing and painting; easels, tables, and floor space

Home: suitable furniture and lay-out; materials which suggest the roles of the father, the mother and the children in a home, such as toys, cooking utensils, telephones, small tools

Library: numerous picture books and simple reference books arranged attractively to invite attention and appreciation; table, chairs



Dressing-up: clothing and materials to suggest various characters for dramatic play such as hats, scarves, shoes; some very simple props; puppets and stage

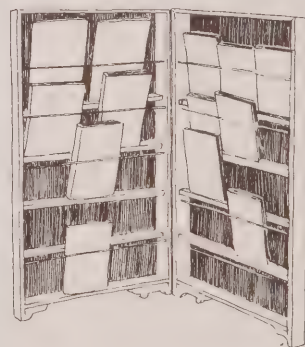
Store: essential equipment such as a counter, money (pupils can construct various types of stores through the year); from time to time children might convert this area into a post office, hospital, doctor's office, or veterinarian's office

Construction: boxes, cartons, scrap material, paper, string, glue, paste scissors

Sand: zinc-lined tray or box, sand, containers, spade, sieves, spoons

Water: container, bottles, measures, funnel, siphon

Modelling: clay, plasticine, containers, covers for work space



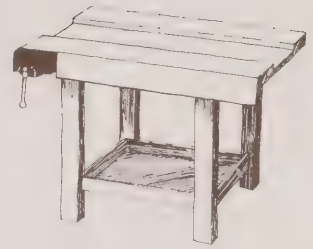
Individual and Small Group Occupations: educational toys, commercially-structured materials approved by local educational authorities, puzzles, beads, peg-boards, wool, needles, unlined paper, pencil, scissors, toys; record player and suitable records

The World About Us: animals, plants, flowers, collections, magnet, compass, magnifying glass, scales, thermometer, prism, wheels, globe; space for pupils to contribute items of interest

Woodwork: workbench, hammer, nails, soft wood, hand saw, sandpaper, glue

"Most of the best opportunities for achievement lie in the domain of free play with access to varied material."

Margaret McMillan



Suggestions

- Arrange the room to have a balance between centres for more active play and those for quieter pursuits; for example, the modelling centre might be next to the home centre.
- Keep equipment near the area of work.
- Have the library centre in a quiet area.
- The teacher determines any limitations placed upon choices of centres. With the class she establishes the limitations and rules concerning procedures for use of materials and numbers allowed to work at a certain activity. Within the boundaries of these rules each child is allowed to pursue his choice of activity, in his way, at his own level of ability and creativity, and to move from one activity to another.
- In early cooperative play the groups are usually small and fluid, with children combining for a particular activity and then separating to become members of other groups.



- As children gain in maturity they should be involved in the planning and organization of the learning centres.
- At the beginning of the year the number of learning centres will be limited. Some teachers recommend only one or two until routines have been established. New ones may be introduced gradually throughout the year. Others may be removed if space is limited. The centres change in character with the growing needs of children.
- As the year progresses, the activity period should comprise at least one-third of the total program.
- Time for evaluation should be included. It can take place informally while children are working, or at a special time reserved at the end of the period. In the beginning this evaluation period is very brief. The teacher calls on different children to show what they have done, and



then invites comments and questions from the pupils. It is not a period for competition or for praising good achievements, but an opportunity for exchanging ideas and for expressing mutual interest. Gradually children should gain confidence in discussing what they have done and should give suggestions and plans for further activity.





A program which has meaning and purpose for children will inevitably include a variety of experiences related to a common interest.

As children work in a class group or in several smaller groups to develop their interest, they acquire new learning and more meaningful concepts. There are many terms used to describe the method of teaching which attempts to integrate subject areas so that important concepts are formed and essential skills are developed. It may be known as “integration”, “correlation”, “unit”, “project”, “enterprise”, “theme”, “involvement”, “developmental program”, or “interest”. The acceptance of any one term is not essential — what is important is the recognition of this method as one of the best approaches for teaching young children.

The development of an interest includes discussion, formation of plans, a search for information, excursions, the organization of materials, correlation with many subject areas, and the fundamentals, of mathematics, reading and writing.

Interests which are pursued during the Kindergarten year are determined to a large extent by the seasons, by current happenings and by the background and experiences of the children.

Since children initiate many interests, the teacher cannot plan their development in advance. She can, however, anticipate some, and she can be prepared to render informed and enthusiastic support to the children's explorations. Her outlines will be sufficiently flexible to allow for the many unpredictable but often valuable points raised by the children. For other topics which arise from the spontaneous interest of children, the teacher will plan with the children and seek materials and references to make the experience as comprehensive and as valuable as possible.

Interests which might be anticipated:

The family

The school – equipment, library, offices, personnel

The school neighbourhood

Fall

Special days: Thanksgiving, Hallowe'en, Christmas, Hanukkah, St. Valentine's Day, Easter, Commonwealth Day

Winter – snow, ice, weather, sports

Spring – weather, activities

Summer

Interests which might arise from the spontaneous interest of children:

Leaves

Pets

Stores

Seeds

Animals

Cooking

Plants

Bugs and insects

Erection of a building

Flowers

Birds

Transportation – Cars, buses, trucks, planes, ships

Fruits

Helpers: postman, policeman, fireman, doctor, nurse

The wind

Development of Interests



The sun	Space	A visitor to the classroom
The farm	Time	An event of interest in the neighbourhood such as a circus, a fair
The zoo	Electricity	
Cowboys	Newspapers	
Machines	A world event	

Suggestions

1 The length of time spent on the development of each interest might vary from several days to several weeks. It is important that the time not be prolonged after interest ceases, or cut down before some of the group and individual goals have been achieved.



2 During the year many topics such as "Hallowe'en" will be of interest to all pupils and will be planned and executed by the group. At the same time children will have other incidental interests such as the collection of stones on the science table or the making of a sports book in which children classify sports pictures.

3 Excursions should be an integral part of any interest related to the school and the neighbourhood, and outside the neighbourhood when possible.

4 Subject areas and child development areas are blended in developing each interest.

- (a) The subject areas are cut across and merged; for example, Science, Social Studies, Mathematics, Safety, Music, Art, Physical Activity, Language.
 - (b) There are opportunities for emotional, physical, social and intellectual growth; for example, learning to share, developing good work habits, gaining information.
 - (c) Language experiences are emphasized.
 - (d) Experiences are integrated within the activities to increase the child's sensitivity to his environment.
- 5 Some children might extend their development of the interest into the activity period; for example, picture-making, modelling, construction, dramatizing.



- 6 Aims are established to guide the development of each interest.
- 7 The outline or draft for the development of an interest might include:
- Topics – questions, problems*
 - Discussion, Plans, Experiences*
 - Related Activities*
 - Evaluation*

References and Sources

Music, Stories, Poetry, Physical Education, Games, Records, Films, Film-strips.

Sample Outline — Hallowe'en

I Topics

- 1 What is Hallowe'en? When is Hallowe'en? What do we do on Hallowe'en? How do we know Hallowe'en is coming?
- 2 The pumpkins and the Jack O'Lanterns.
- 3 Hallowe'en creatures: witches, cats, bats, ghosts, goblins.
- 4 Hallowe'en costumes: what I am going to be.
- 5 Behaviour and safety on Hallowe'en night.
- 6 Hallowe'en fun: where we went, what we did, what we collected, what we did with the Hallowe'en treats.

II Discussion, Plans, Experiences

Trip to the store or market to buy pumpkins

Obtain necessary permission for excursion. Contact grocer to arrange for visit. Letters should be dictated by pupils.

Plan with the children: behaviour and safety rules: how much money to spend; size and shape of pumpkins to buy; how to bring pumpkins back to school; behaviour in the store; what might be seen and heard on the way to the store, on the way back to school.

After the trip discuss with the children: what we saw, heard and smelled at the store; cost of pumpkins; what we saw and heard while walking to and back from the store; behaviour and observance of safety rules.

Making a Jack O'Lantern

Place the pumpkin on the collection table and allow several days for examination and discussion of it before making the Jack O'Lantern. Discuss with the children the shape, size, weight, colour, stem, skin, markings, feel of the pumpkin. Discuss how it grows, what is inside.

Discuss with the children: the kinds of faces that might be made; items needed to make a Jack O'Lantern.

Make a picture chart of Jack O'Lanterns according to the children's suggestions for a happy, scary, sad, or cross face. Children vote on their choice and help decide which face is to be used.

Children refer to chart and tell teacher how to cut pumpkin. Children help to scoop out pumpkin and decorate it according to plan.

During cutting and cleaning out of the pumpkin, children discuss and discover the smell, feel, contents.

Cooking a pumpkin

Discuss with the children: what could be made from the pulp; how this could be made; items needed for the cooking.

Plan with the children: how to get the ingredients; a recipe for cooking the pumpkin. Planning should be oral. A pictorial chart might be made.

This would depend on the maturity of the children.

Children help to put ingredients together according to plan. During cooking, children discuss and discover the smell of the pumpkin, changes in pulp and temperature during cooking. Children eat some cooked pumpkin and describe the taste.

The pumpkin seeds

Discuss with the children: what the seeds are for; what might be done with the seeds. Possibilities might be: toast, eat, plant, dry for picture-making.

According to decision, plan with children the items required and a method of carrying out the plan.

A Hallowe'en Party

Discuss with the children: what a party is; what we might do on Hallowe'en day at school.

Plan with the children, using a pictorial chart if possible: what food we might have at the party; how the food might be provided; what games and activities we might have at the party.

Vocabulary and concepts

These might be used and developed during discussion, experience and activities.

- (a) **Time:** day, night, soon, long time, short time, once a year, fall, October, today, tomorrow, yesterday, week, month, early, late, hour.
- (b) **Space:** near, far, nearer, farther (home, store, moon, stars), around, up, down, under, low, high, across, on top.
- (c) **Quality:** outside of pumpkin – smooth, shiny, hard, ridged, orange, fat, bumpy, cold, round, heavy, thick.
Inside of pumpkin – cold, wet, stringy, soft, mushy, slippery, sticky.
Cooking of pumpkin – soft, mushy, spicy, sweet, hot, warm, cool, cold.
Hallowe'en creatures – soft, furry, feathery, colour.
Hallowe'en costumes – colour, kind.
- (d) **Feeling and emotion:** happy, sad, scary, spooky, funny, exciting, creepy, frightening, mysterious.
- (e) **Number and quantity:** big, little, middle-size, square, circular, triangular, tall, short, long, more, less.
Counting Hallowe'en objects, votes, pumpkin seeds, costumes, money.
Measuring cupfuls and spoonfuls for cooking.
Weighing pumpkin, weighing other vegetables.
- (f) **General:** UNICEF, shell out, Jack O'Lantern, trick or treat, witches, ghosts, bats, goblins, street, road, sidewalk, block, grocer, skin, stem, vine, pulp, seeds, spice, temperature, nickel, dime, quarter.

III Related Activities

Note: Some of these might be incorporated within the activity period;

for example, dramatization, picture making.

1 Music – Hallowe'en songs and music

2 Stories – Read, tell and discuss Hallowe'en stories

3 Poems – Read and discuss Hallowe'en poems
– Children say some poems with the teacher
– Children memorize a favourite poem

4 Children compose stories and songs about Hallowe'en at home and at school

5 Dramatization; for example, "Buying the Pumpkin"

6 Discuss Hallowe'en pictures

7 Movement and dance

(a) Children's creative ideas about Hallowe'en creatures, Hallowe'en activities, Hallowe'en night.

(b) Children's interpretation of music. As ideas of flying, gliding, dancing, riding broomsticks, scaring, scampering, floating, creeping, pouncing, jumping, prowling, slinking, twirling and blowing occur, the words are used by the children and the teacher. Children might suggest instruments as accompaniment for some of the ideas.

8 Active games

9 Picture making; for example, after Hallowe'en: "What I did on Hallowe'en"; "What I Saw on Hallowe'en".

10 Activities with Hallowe'en objects:

Match pumpkins, Jack O'Lantern faces;

Put paper pumpkin puzzle together;

Use Hallowe'en objects – What is missing? What does not belong?

Put pumpkins in order of size, left to right;

Compare Hallowe'en objects: likenesses and differences;

Locate the cat, the owl, the witch, the ghost, by listening – "meow", "hoot", "heh heh", "boo";

Follow directions using Hallowe'en articles; for example, find the biggest; find the smallest; find the one beside the; find the one below the; find the one that goes with the; find five pumpkins; find one cat and two pumpkins; find a happy Jack O'Lantern;

Find Hallowe'en articles which have been placed around the room. A few children collect as many as they can. Who has the most?

Hide eyes while Hallowe'en objects are placed around the room. Who can see all first?

Hide behind a mask – Who is it? Decide by voice or clothes;

Place Hallowe'en objects in a row. Order is changed while children hide eyes. Who can place them in right order?

Count the number of times the cat "meowed", the owl "hooted".

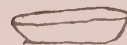
IV Evaluation

Teacher evaluation; for example, of the planning, the development, the pupil participation.

Pupil evaluation; for example, of their planning, the results of their planning.

The pumpkin is
hard _ Maria
cold _ Bob
ridged _ Louise
bumpy _ Ling

We need





Variations in Development

The degree to which areas of interest might be developed depends on many factors such as the time of year, the age of children, the amount of interest, the background of the children involved, the flexibility of the program.

For each of the two interests – “Fruits” and “A Rabbit” – suggestions are given for a brief or simple development, followed by suggestions for extending it.

Fruits

- 1 During the fall season, fruits will be brought to the Kindergarten by the children or the teacher. They could be placed at the science centre for the children to handle, look at, and discuss informally in a small group.
- 2 Games might be developed by using several kinds of fruits in guessing games where the pupils distinguish them by tasting, touching or smelling. The children's language could be extended to include such words as pit, core, peel, stem.

Extended Development

- 3 There are many additional experiences which some children could have with fruits. The children will suggest some of these.
 - (a) Plant different kinds of seeds such as apples, grapefruit.
 - (b) Leave some fruits on the science table to dry. Encourage the children to note and discuss the changes which take place.
 - (c) Dry some of the seeds.
 - (d) Dried seeds can be used creatively during the activity period for sorting, counting, pasting.
- 4 Interest in one fruit, such as the apple, could be extended.
 - (a) Compare the different kinds of apples brought to the Kindergarten; for example, Greening, Tolman Sweet, McIntosh, Snow, Delicious, Russet. Discuss and compare colour, shape, size, weight. Books should be available for the children's reference.
 - (b) An excursion might be made to someone's back yard, an orchard, a fruit store, a grocery store, or the local fall fair.
 - (c) Through conversation the children would talk about how mother used apples at home; for example, jelly, sauce, pie, Brown Betty.
 - (d) One of these foods could be made in Kindergarten. If apple sauce were to be made, the interested children would plan the activity and contribute the recipe and the necessary ingredients, such as sugar, spice, apples.
- 5 Various group or individual activities might result from the interest.
 - (a) Groups of children could make scrapbooks of fruits. These might consist of pictures from magazines and newspapers, and pictures which the children had made in the activity period. Some children would likely suggest the inclusion of titles, sentences or captions for the pictures.
 - (b) Individual children could make scrapbooks. These might include either the child's own pictures or pictures which the child had cut

We made applesauce.



from magazines. If desired, captions could be included with the pictures.

- (c) A wall chart might be made of fruits drawn and cut out by pupils.
- (d) Fruits might be modelled from clay, plasticine or asbestos. A display could be arranged by the children.
- (e) Some children might create spontaneous songs, stories, poems and dramatic play.



pear



apple

Whitie | | | | | | | | | |
 Softie | | | | | | |
 Pink-eyes | | | |

A Rabbit

1 Children might have an opportunity to watch and handle the rabbit during the activity period. The length of sustained interest will vary from child to child and from day to day. While several children watch the rabbit, other children will be involved in different interests and activities and will move from one activity to another.

Whitie 



Extended Development

2 Children could choose a name for the rabbit. This might involve counting the number of children voting for each name suggested, and making a record on a chart.

3 Many children would be interested in caring for the rabbit.

- (a) Children would discuss what to feed the rabbit. Through story books and a visit to the library they could discover this information.
- (b) Children might decide to take turns bringing food from home. A meaningful chart could grow out of this part of the experience. Names would be changed each day.
- (c) An excursion might be made to buy food at the pet store or at the grocery store. This would involve a discussion concerning arrangements, money, amount of food.
- (d) Children might study the rabbit's food. Carrot and lettuce seeds could be planted. Changes would be noted.

4 Various group or individual activities might result from having the rabbit in the classroom.

- (a) A group of children could make a scrapbook. This might consist of pictures of rabbits from magazines or newspapers and/or pictures which the children had made in the activity period. Titles, sentences or captions could be included.
- (b) Individual children could make scrapbooks. These might include either the child's pictures or pictures which the child had cut from magazines. If desired, captions could be included with the pictures.
- (c) Some children who were working with clay, plasticine, construction toys, tools or sand might construct objects related to the interest.
- (d) If they are encouraged by the environment, children will have many more ideas. Some may volunteer to bring their own pets to the kindergarten for a visit. Similarities and differences in their pets can be discussed; for example, appearance, living habits, food. From this type of discussion a small interested group may classify the animals according to size, food, habits.
- (e) Creative songs, poems, stories and dramatic play situations will come spontaneously from a few of the children.

The following was dictated by a five-year-old boy to his kindergarten teacher:

I know a little dog
Who is quite atrocious
And he got lost one day.
And we wondered what he did,
So we phoned up the dog-catcher
And then we saw a lamb nearby,
So we took him home
And we played with him
And he never got lost
And then the dog came back.

- (f) Some children might suggest construction of accommodation for bird visitors. If this "bird village" were built outside the classroom windows, pupils would have many rewarding experiences observing birds and their habits.



“Subjects” in the Kindergarten

Children's learning in the Kindergarten, built on learning acquired in pre-school days, is basic to later learning in the elementary school. It is not acquired, identified or appreciated by children as bundles of subject matter or as texts or workbooks. The nature and amount of such learning differ with each child because of many factors such as past experiences, home environment, emotional stability, drive and ability.

During the year the child's quality of learning is improved through his work with the one “subject” he is concerned with – the world in which he lives.

Therefore, solely to identify it for teachers, each “subject” is discussed separately: English, Physical Education, Social Studies, Art, Science, Mathematics, Health and Safety Music.

“If he (the teacher) is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.”

Kahlil Gibran.

English

Language is of prime importance in the educational program. It is a tool of thinking, a major basis of communication in all studies, a vehicle of expression, and an avenue through which knowledge is acquired. Every phase of learning is dependent to a large degree upon ability in language and, in turn, many learning activities contribute to the development of language.

A language program must be planned to develop the total area of communication in which the skills of listening, speaking, reading and writing are integrated. It should be based on a knowledge of the needs, abilities and interests of the individual child and related to his growth. The basic aim is to help each child develop his own potentiality so that he may listen thoughtfully, speak effectively, read critically, and write creatively.

The close relationships among the various aspects of the language program must be emphasized. Expression takes place through talking and writing; understanding of expression comes through listening and reading. Essential to expression and understanding is a background of concepts and experiences. Consequently, the learning experience should be developed in connection with purposeful activities closely related to the practical problems of daily life.

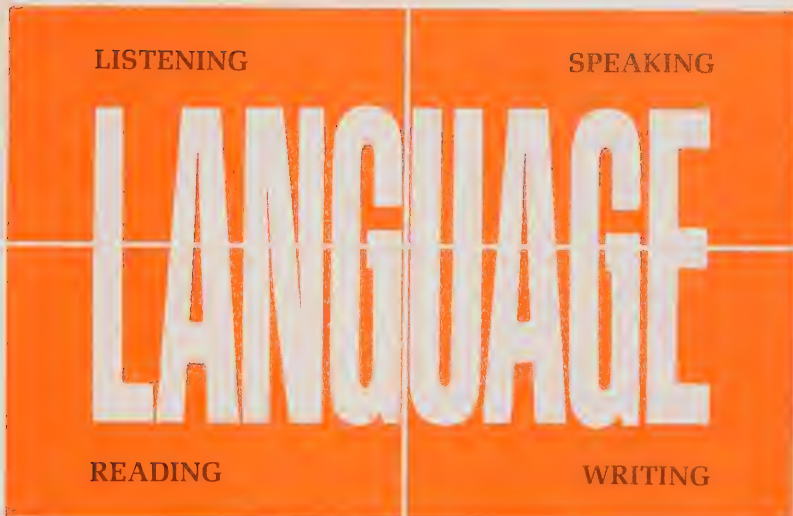
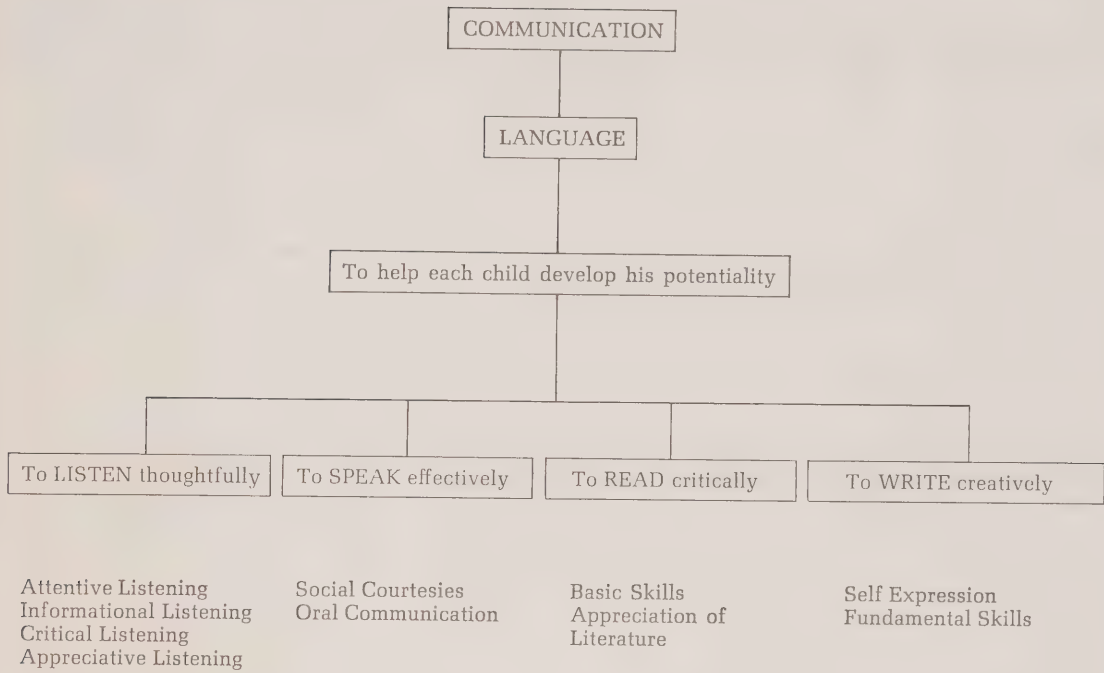
Since language is the relating activity that integrates all aspects of the child's half-day in Kindergarten, it is important that each of the language skills be developed as a part of the program. It is the responsibility of the teacher to recognize the skills involved in the activities and experiences, and to be aware of the educational implications for each child at that particular stage of his growth and development.

In an attempt to present a systematic description of language development, the different facets – listening, speaking, reading and writing – are considered as separate areas of the language arts.

Listening

Listening is the most frequently used of the arts of language. It is a receptive skill in which children require instruction. It is an integral part of the

ENGLISH



entire curriculum. Listening differs from hearing; it requires effort and involves comprehension and critical evaluation of what is heard.

Children enter school with varying listening abilities related to their experiences, personality and maturity. Listening improvement will result in increased learning if children are ready to listen, know why they are to listen, and know how to do it effectively.

Training in listening today is vital, exacting and difficult because many children are conditioned by their experiences outside school to disregard to a considerable extent what they hear. Obviously, a period should not be added to the day in order to instruct in listening in isolation but the teacher must recognize the need for training in listening. She must be alert to classroom situations in which listening is needed, and must use opportunities that call for varied types of listening.

Radios, recordings, movies, filmstrips and television are significant tools of communication. If they are not explored and used well, education may miss an opportunity to take advantage of valuable teaching aids. Children need direction for developing techniques of listening and viewing. They need experience in watching and listening critically. The teacher must guide children in the use of these media just as she must guide in the use of books.

It is necessary to give early attention to teaching Kindergarten children how to listen because until they learn to read well they receive much of their instruction, guidance and knowledge by ear. Every school activity is controlled largely by listening efficiency, and the thinking which children do must be done in the language they have heard.

Suggestions:

1 The general atmosphere and organization of the classroom contribute to the development of attentive listening. The teacher should:

Exemplify good listening habits by being attentive to the words of the children and by showing thoughtful consideration of their statements;

Remember that too much talking by the teacher tires the children and causes a lack of concentration in the class;

Give instructions clearly and simply;

Make statements once only so that children learn to listen attentively;

Remember, when speaking to children, that their listening vocabulary is usually more extensive than their speaking vocabulary, and so she should not "talk down" to them;

Encourage children to give the same kind of attention to one another as they are expected to give to the teacher;

Realize that there are more opportunities for children to listen to one another in small groups than in the large class group;

Help children to develop gradually standards for effective listening;

Identify children who do not hear normally and adjust to their hearing difficulties in the class;

Remember that a feeling of empathy between each child and his teacher

Listening	K	Primary			Junior			
Attentive Listening Developing ability to listen attentively in audience situations; for example, conversation, discussion, programs	● ● ●							
Informational Listening Developing ability to listen to gain information, and follow directions	● ● ●							
Critical Listening Developing ability to listen for specific purposes; for example, main idea, details, sequence, comparisons, relationships, implications, conclusions, outcomes, evaluation	● ● ●							
Appreciative Listening Developing awareness, sensitivity and imagination through conversation, stories, poems, nonverbal sounds	● ● ●							
Recognizing humour and wit in conversation, stories, poems	● ●	● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●						
Deriving satisfaction and enjoyment from conversation, stories, poems, music	● ●	● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●						
		● ● ● ● ●						
		informal and incidental experiences	planned and directed activities		learning refined, extended and enriched			

is the strongest factor in the development of good listening.

2 Teachers have a special responsibility for presenting literature in the program since literature provides humour, imagination, ennobling thoughts and the lure of the unknown. All of these bring enrichment, enjoyment, relaxation, appreciation and new experiences into children's lives. They should have the opportunity of listening every day to at least one story and one poem of literary merit.

3 Since a child's understanding of what he reads depends to a large extent on his ability to understand what he hears, the skills of comprehension should be developed at the listening level; for example, main idea, detail, sequence, comparisons, inferences, conclusions.



4 Television and radio provide opportunities for furthering useful listening and viewing habits and enable the teacher to correlate the language program with other "subjects".

5 The first step in teaching phonics consists of training in auditory discrimination – that is, hearing likenesses and differences in sounds. A child must be able to hear a sound accurately before he can produce this sound

in his own speech. He must be able to produce this sound in his own speech before he can make use of it later in associating sound with the symbol that represents it. It is vital, therefore, that time be devoted in Kindergarten to auditory discrimination; for example:

Classroom sounds, nonverbal sounds;

Sounds – near or far, high or low, loud or soft;

Animal sounds;

Music – piano, records, instruments;

Recognition of rhyming words;

Recognition of words with similar beginning sounds.



My grandpa went to
Vancouver where
my cousins used
to live On the way



Speaking

Speaking is an expressive skill that is most important in personal relationships. Each person in his own unique way uses oral expression to communicate needs, ideas and feelings. Through speaking he shares his information and his beliefs, and he clarifies his own thoughts and understandings. There is a close interaction between listening and speaking. In situations that primarily involve listening, children may respond orally. The way the teacher develops the experience determines whether the emphasis is on the receptive process or the expressive process.

In each Kindergarten class there is a wide range of abilities in oral expression. Some children feel comfortable in expressing themselves because their comments have been accepted in their homes and because they have had things to talk about. Other children may not have acquired the skills necessary to communicate in a group. Their background may have been so meagre that they feel they have nothing to share with others. In addition, they lack sufficient vocabulary to express themselves.

Planned instruction in effective speaking is more difficult than in any other language art because of the highly individualistic character of speech. No matter how different a child's speech may be, to him it sounds like the speech of others. Correct speech patterns are built up only when the more acceptable forms become familiar to the ear and the tongue. Acceptable patterns are learned by use and not by rule. Instruction on correct form should be based on children's errors and should be individual and specific. Content and purpose must take precedence over details of form. What a child has to say and what he experiences in the process are of major importance.

Teachers must provide an environment which challenges, teaches, stimulates and affords opportunities for speaking. This can be achieved by the flexible arrangements of time and equipment and the maximum utilization of children's interests. It can only be accomplished where there is a sincere respect for each child.

"The child loves and trusts before he thinks and acts."

Pestalozzi

Suggestions:

- 1** In all oral communication the teacher's voice and language should be exemplary. She should cultivate a pleasing and expressive voice, clear enunciation, correct pronunciation, and interesting and effective language.
- 2** Each classroom should have a carefully prepared environment which provides opportunities for a variety of experiences for each child, such as library, science, excursions, sharing time, picture making, construction. These will build up his stock of ideas or concepts and give him something to talk about to the children and to his teacher. In this way the number of words that he can use with understanding will be increased and he will become more skilled in expressing his thoughts and ideas in words. These skills lay a foundation for success in reading since a child cannot easily learn to read words that describe experiences he has not known.
- 3** Each child should feel that his contribution is appreciated.

Speaking	K	Primary	Junior
Social Courtesies			
Developing ease and graciousness in social situations			
Conversations	[filled]	[filled]	[filled]
Introductions, greetings, invitations and requests	[filled]	[filled]	[filled]
Situations of regret, apology and appreciation	[filled]	[filled]	[filled]
Interviews	[filled]	[filled]	[filled]
Telephone conversations	[filled]	[filled]	[filled]
Oral Communication			
Developing ability to express ideas clearly and accurately			
Conversation	[filled]	[filled]	[filled]
Planning, presenting, reporting, evaluation	[filled]	[filled]	[filled]
Discussion – general	[filled]	[filled]	[filled]
– panel, round table	[filled]	[filled]	[filled]
– debating	[filled]	[filled]	[filled]
Announcements, messages, descriptions, directions, explanations	[filled]	[filled]	[filled]
Sharing: for example, stories and poetry, choral speaking, role playing, dramatization, pantomiming, puppetry	[filled]	[filled]	[filled]
Interpreting pictures, stories, music, art	[filled]	[filled]	[filled]
Developing effective voice production			
Developing suitable language patterns			
Enriching vocabulary, beauty, variety, and effectiveness of language			
Attention to acceptable form	[filled]	[filled]	[filled]
individual instruction	[filled]	[filled]	[filled]
group instruction	[filled]	[filled]	[filled]

4 Children are interested in words. If attention is drawn to interesting and effective words and figures of speech in day-to-day happenings, conversation, discussion of pictures, stories and poems, children will attempt to incorporate them into their own speech. By writing some of the new words on the chalkboard or chart paper the teacher is able to focus the children's attention to them.

5 Children can be helped to develop gradually standards for effective speaking.

6 Suggestions for improving oral language can be given in an informal and inconspicuous way without sacrificing continuity of thought or the security and confidence of the child.

7 It is not necessary to insist that pupils should always speak in complete sentences. In oral expression a word, a phrase or a sentence can be an appropriate response.

There are many occasions however when children can be encouraged to speak in complete sentences. The teacher recognizes intuitively the opportunities for helping children to develop a sentence sense.

8 From the beginning, the correct terminology should be used: a sentence should be called a sentence; a period should be called a period; a capital letter should be called a capital letter.

9 "Sharing Time" can be a valuable experience for children. This period should be a time for thoughtful listening, clear thinking and effective speaking.

- (a) Children need to be made aware that listening and responding are important aspects of the group sharing time.
- (b) Attention should be given to the seating arrangements of the classroom to ensure opportunities for good discussion. Seating children informally and intimately around the teacher increases the frequency and improves the quality of participation.
- (c) The teacher should be aware that each child can be helped to organize ideas and to present them effectively, so that listeners will wish to hear what he has to say.
- (d) By means of comments and questions, the teacher can help children see how their various experiences fit into the world about them. She has the opportunity also of helping them become sensitive to the problems of others.

10 The importance of dramatic play and dramatization cannot be over-emphasized. In addition to developing the effective control and use of language, they also provide an opportunity for children to clarify their understanding of relationships, and an appropriate outlet for the release of feelings and tensions.

- (a) The emphasis should be on spontaneity.
- (b) Elaborate properties are unnecessary.
- (c) There should be a variety of experiences to encourage growth in expression suited to individual needs and interests of children; for example:
dramatic play – within the learning centres, during the development of interests, following a story or poem;

tableau, pantomime, presentation with dialogue;
puppetry.

Following a discussion about the kinds of feathers that had been collected by the class, several children composed stories which the teacher recorded. One contribution follows:

"Once upon a time there was a bird with a loose feather. It stayed on the bird for a long time. Finally it lost its feather. The little bird looked and looked. It couldn't find it. Then another bird stepped on the feather. The feather was all torn. Then the first bird grew another feather. He lived happily ever after."

Donald

Reading

Children grow and develop in and through reading. It is a complex process which involves sensing, perceiving words as meaningful symbols, achieving meaning from a succession of perceptions, and reacting.

Reading growth conforms to the general pattern of child development which is one of continuous and sequential progress. Both maturation and well-planned learning experiences are necessary. Progress in reading is closely related to the child's intellectual development and linguistic maturity, and is strongly influenced by the child's family and environment.

Since children progress in their understanding of symbols, it follows that they read in varying degrees before they start school. When shopping with their parents some children are able to pick out correct cartons and bottles from other similar ones on the same shelves. Some five-year-olds are able to use the telephone, read television themes and advertisements, find correct television channels, read traffic signs and names of streets, and recognize words in a storybook which has been read to them many times.

This reading comes out of life situations which children have repeated over and over. These have been situations of genuine interest for the children and have contained strong motivating factors. Kindergartens should seek always to provide similar situations, which demonstrate to the child the value and importance of words and which foster an urge to use them. To do this, the words must be those a child wants to use in some practical or meaningful way. For example, to place upon the wall circles of colour with the words "blue", "red" and "green" printed on them will do little for the Kindergarten child. If he looks at "blue", and if he is able to identify colours, he knows it is blue. He has no need for the word. The same principle applies to the collection on the science table. If the teacher labels these items, she has failed to provide a good learning situation. Since the children are not interested in the labels as such, they will ignore them. However, if the children are given the task of classifying a rapidly expanding collection, they will devise a method that involves a kind of reading. The children may use pictures and outlines of the shapes of articles on the table, or may request the teacher to print the names of the items in the form of signs or lists. Whatever method the children develop, it should be done in their way. If words are involved the teacher should use the children's language.



Initial reading experiences come informally and gradually as a child learns that printed symbols have meanings and that he can interpret them. He learns to read and write his own name. He learns which card to use to say the store is "Open" or "Closed", which card says "Sunny" or "Cloudy" for the weather calendar, which card to wear when he is "Father" or "Mother" in the Home Centre, and gradually he learns to recognize and to read the notices which the teacher prepares from time to time.

The teacher should take advantage of class experiences, interests and needs to let children see their own words flow into printed symbols. As children watch the teacher record these on the chalkboard or chart paper, they have the valuable experience of associating meaning with reading symbols and of recognizing themselves as authors.

While some children show much interest in printed symbols and use



them purposefully, others for many reasons will have no interest in them. Instead, these children need many sensory experiences and opportunities to talk about them. Their interest in printed symbols will develop at a much later time. It is the responsibility of the teacher to observe the stages of development of each child, and to provide the right experiences at the right time, so that all develop favourable attitudes towards reading.



[illegible]

Developing ability to understand and interpret										
Main idea										
Detail										
Sequence										
Comparisons										
Inferences										
Judgements										
Conclusions										
Outcomes										
Evaluations										
Developing ability to read effectively in audience situations										
Personal stories, reports, plans										
Stories										
Poetry										
Announcements, news items										
Choral reading										
Role playing, dramatizations,										
Puppetry										
Reading correlated with all subject areas										
Developing ability in related skills										
Using table of contents and index of books										
Skimming										
Using globes, maps, graphs, charts										
Using other reference materials										
Appreciation of Literature										
Inculcating an interest in and a desire for reading as a source of satisfaction, enjoyment, and growth										
Teacher reading to pupils										
Teaching guiding independent reading of pupils										
Exploring, appreciating, and enjoying good literature in all subject areas										
Encouraging voluntary memorization of favourite selections										

Suggestions:

1 Study and discussion of pictures involve many of the skills which are necessary for success in reading. The teacher should be aware of these skills as she guides the children's discussion of a picture that interests them. They can be helped to observe details, to discover the main idea, to recognize the sequence of ideas or events, to make comparisons, to see relationships, to make inferences, to draw conclusions, to predict outcomes and to make evaluations.

2 Through many experiences with books the Kindergarten child should learn that books are interesting, useful and satisfying. In addition to enjoying the stories which the teacher reads to him, he should have the opportunity of spending time with books in the library centre, looking at them, trying to find a picture that tells him something about his current interest, or telling a story as he follows the sequence of the pictures in a book.

3 As the teacher shares books with children she can draw attention to the attractiveness of books, the format, the illustrations, the author and the illustrator. In addition, she will help children learn acceptable library manners, such as holding books properly, turning pages carefully and returning books to the shelves and tables.

4 The library centre should invite children to browse, to select and to enjoy all that books offer.

If possible, library books should be arranged so that pupils see their attractive front covers.

5 When reading stories and when working with reading charts and experience records, the teacher can draw attention to the fact that people read from left to right and from top to bottom.

6 It is not unusual in some Kindergartens to have a pupil start to read on his own. The teacher might assist him in several ways.

- (a) Help him with words when he asks for them.
- (b) Encourage him to make booklets related to his own experiences.
- (c) Make easy books available for him – interesting story books and picture books, not reading texts.
- (d) Provide some opportunities for him to read to the teacher and to the other pupils.
- (e) Avoid commending the child unduly for his skill in reading. The other children are not able to understand and appreciate the fact that their developmental stage has not reached this same level.
- (f) Provide opportunities and activities to ensure that other facets of the child's total development are not neglected.

7 The following list includes typical reading experiences that some children might have in Kindergarten:

Pupils' names – first name, surname;

Signs, labels;

Lists: birthdays, girls, boys, children

listed by age, kinds of clocks, fruits, pets;

Directions in learning centres;

Recipes;
 Surprise notices and announcements;
 Calendars – daily, weather, birthday;
 Records of experiences;
 Plans – for a trip, for a visitor, for an interest, for activity time;
 Charts – monitors, materials;
 Charts related to measurement, quantity, weight, size;
 *Charts such as “Things That Are Round”,
 “Things We Saw in the Park”;



Booklets on a story, an experience, an activity, an excursion or interest. – small group booklets and individual booklets when pupils dictate and teacher records. A few pupils might write their own ideas, copying words from reading charts and picture dictionaries, or asking the teacher for assistance.

***Note:** Charts that note abilities which are dependent upon the developmental growth of the children should be used with caution. Children who do not have these abilities may experience harmful and unnecessary embarrassment. For example,
 “I Can Read” “I Can Tell the Time”.

March

1966

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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		1	2	3	4	5
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6	7	8				
---	---	---	--	--	--	--

What We Saw In The Park

robin → LENA

buds → Grant

daffodils → HAMILTON

squirrel → ATIONETTE

trees → KENNETH

bird's nest →

Robbie

bugs → Deana

hoe →

SCOTT

Monitors

Margaret
Graham

Answer the door. 

Robert
Laurie

Take the messages. 


Carol
Mike

Bring in the pail. 

Catherine
Leo

Take down the chairs. 

Fiona
Peter

Water the plants. 

Writing

There is a close relationship between speaking and writing—the two expressive aspects of the language arts. Everything which enables a child to extend his experience and to develop his own ideas and concepts provides motivation for speaking and writing. Everything which helps to develop his power of language, such as conversation, discussion, singing, saying rhymes and listening to stories and verse, is preparing him for further use of language in speaking and writing. Everything which develops his self-confidence, initiative and interest helps him to put forth the effort to develop ability to speak and write effectively.

Each child must be helped to recognize the worth of himself and his ideas. From time to time the teacher records what a pupil or a group has contributed. These dictated stories should be an invaluable aid in helping



children conclude that writing is valuable, important and exciting.

Many children use pencils and crayons before they come to school. They make pictures, attempt to "scribble" a letter to someone, and try to write their own names. Their purpose for writing is to communicate, not to learn the art of handwriting. It is to be expected that children will bring to Kindergarten their interest in writing and a growing awareness that writing helps them say something.

During the year there are many opportunities for children to make pictures and to tell the story of their pictures. Some children write their names on their pictures at the beginning of the Kindergarten year. Some will write their names only after the teacher has introduced the pupils' names on cards or on charts. Other children might not attempt to write their names until late in the year or even until they are in Grade 1.

For some children the interest in writing goes beyond the writing of

Writing	K	Primary			Junior		
Self Expression							
Developing ability for self expression and evaluation							
Labels, signs, lists, announcements	●	●●●■■					

Usage							
■ Developing suitable structure, punctuation, and usage as aids to effective communication							
Sentences	●●●	●●●●●●●●●●					
Paragraphs	●●●●●	●●●●●●●●●●					
Words							
vocabulary enrichment	●●●	●●●	●●●	●●●	●●●	●●●	●●●
dictionary references	●●●	●●●	●●●	●●●	●●●	●●●	●●●
functions of words – as used in children's writing	●●●	●●●	●●●	●●●	●●●	●●●	●●●

their names. They may wish to write captions for their pictures or signs for their “store” or their “garage”, or to make labels to classify the stones which they have collected. In the beginning these children will ask their teacher to write the words for them. Some of them may trace what the teacher writes while others try to write just below the teacher's words. Much later some may try to write independently, as they copy from various available sources.

These attempts at writing are to be expected because, once the idea of the spoken and written word has been grasped, reading and writing develop simultaneously and the opportunity for both should be there. As with reading, the purpose is not to teach the Kindergarten child the mechanics of writing; it is to help him see the function of writing and to give individual assistance and encouragement when the occasion arises.

Suggestions:

1 Many activities, such as drawing, painting, modelling, cutting and pasting, involve the co-ordination of eye and hand movement and the development of the smaller muscles. All of these activities lay a foundation for the fundamentals of handwriting without a long series of preparatory exercises on strokes and movements.

2 Kindergarten children tend to use capital letters more frequently than lower case because they are easier to make and because children have become more familiar with them in signs and advertisements. Both forms should be available for any child who wishes to use them, but the teacher should use the lower case when writing for the pupils and should encourage the pupils to use it too.

3 For many children the use of unlined paper removes some of the initial difficulties.

4 Unlined paper, folded paper, lined paper with wide spaces, large pencils and crayons should be available for any child who wishes to use them.

February Birthdays

I will be six years old.

DIEHN U

Robbie

Posicio

Aggy

Danny

MARY

Physical Education

“Movement is a means of growth and a reflection of that process.”* It would therefore seem advisable for young children to have daily periods of guided physical activity. These periods will frequently be taken outdoors if the weather is suitable. However, it is of great advantage to have many of these sessions in the general purpose room or gymnasium. This practice gives the children opportunities to work in a larger area than the Kindergarten room and to make use of the equipment provided in the gymnasium, such as climbing apparatus, benches, agility boxes.

Ideally, of course, the Physical Education period should be taken as the need arises, when the teacher senses the need for a sudden burst of vigorous physical activity. This is not always possible since the scheduling of other classes in the gymnasium must also be considered. In many large schools it is difficult for the Kindergarten teacher to claim space in the activity area at any time. Frequently this problem is solved by taking the Kindergarten children into the gymnasium while the other classes are outside at recess.

Suitable clothing – shorts, thin tops – should be worn for these activity classes, and this is one of the habits which well might be established in the Kindergarten. Dresses, full skirts, and heavy sweaters often hamper vigorous movement and can be a hazard when apparatus is used. Children can, with advantage, work in bare feet if the floor surface is smooth and free from slivers. Otherwise running shoes should be worn. It is unsafe for children to work in socks, as they slip too easily.

Types of equipment suitable for use in Physical Education are listed in Appendix A of this Program. The smaller articles such as balls, ropes, bean bags and hoops should be provided in sufficient quantity to allow each child to work with his own individual piece. Again, it is an advantage to work in the school gymnasium where this equipment is usually readily available.

The types of program offered will naturally depend on the characteristics of the children. At all times, however, allowances must be made for the wide range of individual differences. For example, one five-year-old may be able to throw a ball up and catch it quite successfully, while a second five-year-old still lacks the muscular co-ordination necessary for this feat. The teacher must see that each child receives satisfaction at his own particular stage of development and is helped to further progress as his maturity will allow.

The aim of a modern physical activity program is to “educate” rather than to “train”. In order to do this, it is necessary to create an environment in which the child is stimulated to think. The process of learning becomes an accumulation of experiences, each one of which is valuable in itself rather than being merely a means to an end.

When children first enter the playroom or gymnasium it is an exciting place – the surroundings are new, the apparatus is challenging. It is the teacher's responsibility to see that this new adventure can be undertaken with safety, that exploration can take place without hindrance to others.

The next stage is to offer guidance so that the children may discover ways to use their bodies and the various pieces of equipment.

Finally, the teacher is able to guide the activities into purposeful directions which will provide a basis for the gymnastics, games and dance of later years.

**Moving and Growing*, British Ministry of Education, p. 67

The whole skill of the teacher lies in her sensitivity to the situation. When does she abandon the purely experimental stage and begin to guide and direct? If she waits too long the children will become bored and the lesson will develop into a "free play" period. The answer lies in the children themselves and the teacher's ability to observe when they are ready for the next move.

The teacher guides the lesson by setting the children a "problem" or "task" which they are to solve in terms of movement. For example, the teacher might say, "Travel across the room using your hands and your feet." Every child's answer to the problem will not necessarily be the same, but the teacher must be prepared to accept his solution and take him on from there. This method of approach gives each child the satis-



faction of working at his own level without necessarily having to achieve the skill of the abler child.

In order to be able to set suitable problems, each teacher needs to have an understanding of the following simple analysis of movement:

Formerly, in the old physical training class, the different parts of the body were exercised in isolation, such as an arm exercise, a leg exercise. Nowadays we think of "body management" which involves the body as a whole. If the body is to be the instrument of movement, it is necessary for the child to be aware of one part of the body in relation to another part or to the whole. This is termed "body awareness". Since the body is flexible it can assume various shapes such as twisted, curled, or stretched.

The movement of the body can be considered under three headings:

1 Space or the “where” of movement

- (a) Personal space – the space around the body when it is operating from a fixed base
 - (b) General space – the space in the room available for travel
- Spatial movement, both personal and general, may be in terms of
- (i) Direction – forwards, backwards, sideways, up, down
 - (ii) Level – high, medium, low
 - (iii) Shape – round, twisting, angular
 - (iv) Pattern – the pathway of movement

2 Quality or the “how” of movement

- (a) Time – the speed at which movement takes place – quick, slow and



any varieties between the two – sudden or sustained

- (b) Weight – includes the muscular action of the body – strong, light
- (c) Space – the path in space – direct or flexible
- (d) Flow – smooth or jerky movement – free or bound flow

3 Relationship or the “with whom” of movement

This involves the relationship of the body and its movement to the room in which the child is working, to the equipment he is using, and to the people with whom he works.

If the teacher is inexperienced in using these principles of movement and the problem-solving approach as a basis of her Physical Education lessons, it is suggested that she begin by “freeing the children” to use their own ideas in the initial stages:

How many ways can you find of travelling around the room?
Place the rope in a straight line on the floor and go from one end to the other;
Use a ball and a bat;
Travel from one end of the bench to the other;
Use the climbing apparatus in a safe way.

The teacher should then take time to watch the children. Probably there is great variety in their work, and if the children are allowed to observe each other this stimulates additional ideas. Gradually the teacher learns to see where they need help:

Are they using all parts of their bodies? Can you use your knees as well as your hands and feet?

Are they travelling always in a forward direction? What about backwards and sideways?

Are they always close to the ground? What about "high" and medium levels?

As her knowledge of movement principles develops, and her powers of observation increase, the teacher will find herself reaching the stage when she is able to plan a whole lesson round a movement theme such as curling and stretching, directions and levels. When she has reached this stage, the earlier part of the lesson should develop the movement theme in terms of floor work, while the culmination of the lesson is reached when the same theme is transferred to apparatus.

Observation is an important tool at all stages. The class may watch several children at work after they have had their attention directed towards some specific point; for example, "Watch John, Mary and Joan. Which part of the body is highest?" Comments follow and all the children try again. The teacher's observation is most important of all since without this there can be no real progress.

Movement is of two types: functional and expressive.

Functional movement is used to do a job or perform a task. It involves the management of the body in a variety of situations, and as far as Physical Education is concerned it is used in gymnastics and games. In the early stages it is often difficult to separate these two areas, but in general the teacher should realize that if the children are using such things as balls and bats, this will eventually help the development of their games program. If they are using benches, agility boxes and climbing frames, this part of the work is providing a basis for later work in gymnastics. Sometimes the teacher is concerned about safety, and it is comforting to realize that children will seldom extend themselves beyond their ability unless pressured to further efforts before they are ready. Try, therefore, to show no concern if Johnny is able to climb to the top of the climbing frame, while Mary is still on the bottom rung. Leave Mary alone until she is ready to go higher. If you let Johnny know you are anxious, he will perhaps become nervous also.

There are, however, certain precautions that the teacher should take: the type of activity should be influenced by the space available; suitable clothing should be worn; each piece of apparatus should be in good condition; the children should be trained to move and place equipment; the



children should be trained to work without touching each other.

It is good practice to make sure that everybody is busily occupied and that there is no "waiting for turns". If certain types of equipment are in short supply, arrange for some of the children to work with other apparatus.

Try not to hurry the children; give them plenty of time to experiment and explore. If Tommy always hangs upside down on the equipment, he must be getting some satisfaction from it. Give him time to establish his security before you attempt to steer him in another direction.

Expressive movement is seen when the body is used to express an idea or a feeling. This type of movement is found in dance. All young children express their feelings through movement: a child stamps his foot when he is angry or frustrated; he takes a joyful leap of exuberance when he is suddenly pleased. This spontaneous natural movement can be fostered and directed in the teaching of dance if the teacher can provide suitable stimuli. Thus dance, as part of the Physical Education program, takes its place as part of the Creative Arts program.

At first, young children may be allowed to move spontaneously to a musical record or a piece of percussion. They will tend to confine their movement to arms and legs. It is here that the teacher can use her own knowledge of movement principles and encourage the use of the whole body – such as the knees, the elbows – the use of different levels (high-low); different directions (forward, backward, sideways).

The children should be trained to listen to the piece of music. "When does the music tell you to stop?" "Where does it ask you to twist?" "Where must you be strong?"

Sometimes a movement idea itself may provide the stimulus for a dance; for example, strong and light, high and low.

Often the dance takes on a dramatic form; for example, *The Toyshop*, *Firecrackers*, a simple verse, or a story from the classroom.

It is not always necessary to have an accompaniment for dance, but if the teacher does use the piano she must be sufficiently skillful in her efforts to produce the desired response. Often it is much simpler to use percussion instruments; perhaps the most useful is the tambour or drum. Other percussion instruments which may be used to elicit specific types of movement are:

Gong or cymbal – sustained movement;

Cymbals – sudden, strong movement;

Triangle – light, sustained movement;

Tambourine – shaking movement;

Maracas – light, jerky movement.

Records are also useful as an accompaniment of dance, for example, *Listen and Move* (records 1-2), Canadian Folk Dance Service, 605 King Street West, Toronto 2B.

Evans, Ruth, *Childhood Rhythms*, Book Society of Canada, Agincourt, Ont.

In evaluating the results of a modern Kindergarten Physical Education program the teacher might consider the following:

- Some ability on the part of the children to manage their own bodies; a recognition of body parts; moving the parts alone and the body as a whole; stretching, curling, rolling;



- Some ability on the part of the children to manage their relationships in the space available, and with other people, such as to avoid bumping;
- An increasing ability in all kinds of locomotor skills – travelling close to the ground, travelling in an upright position, travelling high, travelling with different foot patterns and patterns in space;
- Some experience and skill in the use of all types of small equipment such as balls, bats, ropes, bean bags, hoops;
- Some experience with larger equipment – mats, balance benches, agility boxes, climbing frames;
- Some ability to solve problems in movement;
- Some experience in the expressive side of movement – an introduction to the creative art of dance;
- An increasing development of vocabulary through the use and understanding of terms used in the movement program – forwards, sideways, quick, slow, strong, light, stretch, and curl.

In any good Physical Education program the teacher tries to foster and encourage the child's natural love of movement in all its broadest aspects. It is difficult to judge progress. Always it is necessary to compare the individual child's skill with what he could do earlier in the year. This is far more important than what he can do in comparison with his neighbour. The teacher is the only person who can reasonably make this judgment. Can Johnnie jump higher than at the beginning of the year? Is he more adept at catching a ball? Can he skip? Some decisions are more difficult to make: Is there growth in his ability to co-operate with others? Can he express his ideas more imaginatively? Has he more confidence in attacking new activities? Whatever the answer may be, it is certain that Physical Education periods give the teacher a wonderful opportunity to learn about her children in an atmosphere entirely different from the classroom. It should be a joyous experience for all concerned.

Suggested Reference Books

L.C.C., *Movement Education for Infants*, Canadian Folk Dance Service, 605 King St. W., Toronto 2B.

Cameron and Pleasance, *Education in Movement*, Canadian Folk Dance Service, 605 King St. W., Toronto 2B.

Russell, *Creative Dance in the Primary School*, Canadian Folk Dance Service, 605 King St. W., Toronto 2B.

Social Studies

Although a pupil's day in Kindergarten is not planned in terms of subjects, or under subject headings, there are nonetheless certain expected results of the Kindergarten program which could be regarded as belonging to the social studies.

Time and space, the dimensions of history and geography, can be kept in mind by the teacher, and beginnings can be made. The days of the week, the months of the year, and clocks will be natural topics for discussion. Vocabulary can be extended in these matters as opportunity presents itself. Words and ideas related to time can include such expressions as *a few minutes*, *a little while*, *before*, *after* and *later*. Words and ideas related to space can include words such as *above*, *below*, *behind*, *top* and



bottom as distinct from *up* and *down*, *near* and *far*, and *soon*. Other geographic vocabulary might arise out of excursions or visits and might include such terms as *pit*, *excavation*, *cliff*, *gully*, *ravine*, *valley*, *hill*, *creek*, *portage*, *meadow*, and so on.

Civics or politics are studies related to organizations and roles and responsibilities. The school can be viewed as an organization. Children in Kindergarten can learn many things about the school. They can learn about the principal, the teacher, other teachers, the custodian, the school nurse, and visitors who come to the school from time to time. They can learn who these people are, what they do, and how to greet them. If pupils learn, for example, that last year there was a different person teaching in Kindergarten, it may suggest to them the distinction between position itself and the individuals who from time to time hold it and exercise its functions. In these and other ways, if opportunities are exploited as they occur, the children's understanding of our society and its organization can be deepened and broadened during their year in Kindergarten.

Finally, holidays and special days can be regarded both as occasions for instruction and learning in the social studies.



Art

Art is the expression of a personal reaction to experience expressed in an organized form or design. This definition applies in the Kindergarten as it does in all other areas of life.

Art is offered in the Kindergarten so that the child may learn to express his personal reactions to his own experiences in life. In doing this he becomes acquainted with the media of art and learns to handle them with greater skill. At the same time, he develops his perceptive abilities in relation to that part of the environment which forms the subject matter of his expression.

Teaching: The purpose of teaching art in the Kindergarten is to assist the



children to present their own personal reactions to experience in a form they devise themselves. Any teaching that interferes with the personal nature of the subject matter selected or the design employed is to be condemned. *The subject matter must be the child's own, and so must the design.*

These concepts rule out certain forms of so-called art work which were current in the past. Examples of such work are to be found in the use of circles, squares, triangles and the like to form snow-men, bird-houses and so on, designed in advance by the teacher. The "sixteen-fold" technique of paper manipulation is also in the same category. *No individuals in a group of children should be asked to make similar productions, whether with paint or with three-dimensional materials.*

Among the items of good art teaching are the following:

- (a) the orderly and convenient arrangement of tools and materials for distribution and return;

- (b) the convenient arrangement of work areas;
- (c) the encouragement to use unfamiliar media suitable for the stage of development of each child;
- (d) demonstrations to illustrate how the children may keep work, furniture, and themselves clean and tidy;
- (e) motivation of children to select suitable subject matter;
- (f) timely demonstration to help children progress in the personal mastery of technique;
- (g) praise and encouragement at appropriate times;
- (h) the arrangement of suitable displays in which all the children participate;
- (i) encouragement of suitable discussion of the finished work.



Results of Teaching: Good teaching will result in the production of children's art that reflects the stage of development in artistic thinking which each child has reached.

Nearly all children normally progress through the following stages, although all individuals display some deviations from a pattern of behaviour:

- (a) random manipulation of the media;
- (b) controlled manipulation of the media;
- (c) the development of symbols;
- (d) the development and elaboration of symbols within an environment.

Many children who enter Kindergarten may already have passed through one or more of these stages.

It should be especially noted that the children's orderly progress through the normal stages is grossly disrupted should a teacher supply patterns or dictate designs to be used.

Individual Manual Activities: The following are among the major art activities employing media:

- (a) drawing with soft pencils and crayons; picture making;
- (b) painting with large brushes and tempera paint, mixing media such as wax crayon and thin paint, finger painting for pattern results; other media for picture making;
- (c) modelling with clay;
- (d) working with paper; tearing or cutting and gluing to a support; picture making;
- (e) building with wooden blocks or cardboard boxes;
- (f) constructing with wood and other materials;
- (g) making and using puppets.

Of all the above activities, picture making is considered the most important and should receive the major proportion of time.

Group Work: Group work should be included in the art program. This involves first the “quasi-group activity” in which the children initiate work individually upon the project and later pool their efforts; for example, “making a village” from cut paper. The second type of group work involves planning before work begins, and careful group consultation as the work progresses. All the media and techniques listed under “Individual Manual Activities” may apply to both types of group work.

Art Appreciation: The art work most appreciated by Kindergarten children is that which they themselves produce. Time should be allowed for children to talk about their own artistic productions.

The teacher should also have interesting professional work to see and to discuss. The subject matter and composition of such work should of course be within the scope of the children’s comprehension.

The teacher should use standard artistic terms to help the children develop a vocabulary. “Baby art talk” is not necessary. Such words as “balance”, “rhythm” and the like are quickly understood by young children.

Display: Attractive displays of the children’s work should be continually on view. The displays should be changed frequently. Every child should, from time to time, be represented in the displays. As soon as possible the children should be taught to arrange their own displays.

Much will be learned from viewing and discussing the displays since each piece of work will be unique. The days of rows of identical pieces dictated by teachers, from which nothing could be gained, have long passed.

Evaluation: Marks or grades must not be given to the children’s output. Evaluation is made privately and is based upon the teacher’s knowledge of the child and the expected progress she expects him to make as an individual. Competition between individuals producing art is greatly to be discouraged. Art should be produced for its own sake, and displayed for what it can convey from one human being to another. Children do not produce art for marks or prizes but rather to convey thoughts and feelings to others.

Furniture and Arrangements: Kindergarten children use two- and three-dimensional materials in art. Areas are required for the storage of such



This is an example of the "scribble" work peculiar to beginners.
Painting in tempera by a boy 5 years, 2 months, of age.



Jumping Over Hoops.
A drawing in symbols by a girl 5 years, 3 months, of age.



A little girl decorating a tree.
An advanced symbol drawing by a child 5 years, 7 months, of age.

materials and for the convenience of the children when they are working with them. The following are examples of such required areas: Painting area on the floor; tables for working with clay, cardboard, wood; easels; platform for puppets; separate storage places for puppet supplies; drawing and painting supplies; paper cutting tools and supplies; paper supplies in use.

Large drying areas as well as display areas for both two- and three-dimensional art forms are also necessary. Sinks with hot and cold taps add greatly to the convenience and efficiency of the art period.

Tools and Supplies: The following are some of the most important tools and supplies required for art in the Kindergarten:

- (a) **brushes** – painting, flat, hog bristle, one inch to one-quarter inch wide;
painting, pointed, sable, large (size 6 or 7); paste;
- (b) **crayons** – wax, 10 or 12 colours, black, white;
- (c) **paint** – poster, liquid in pints or powder in pounds;
white, black, yellow, blue, brown, green, red as basic; other colours as luxuries, probably twice the quantity of black, white and yellow as of other colours;
water colours in boxes of 8 colours (sometimes useful but not entirely necessary if funds are low);
- (d) **paper** – roll of kraft or project roll up to 36" wide;
manilla, 12" x 18" for drawing and 18" x 24" for painting, cream or grey;
coloured construction, 9" x 12" for cutting and 12" x 18" for a support for gluing and painting, all standard colours;
newsprint, natural 18" x 24";
- (e) **paint tins** – muffin tins with at least 6 depressions;
- (f) **paste** – school, in quarts or individual 2 oz. jars;
- (g) **pencils** – Kindergarten, large, about softness of 6B;
- (h) **work boards** – plywood 18" x 24";
- (i) **scissors** – standard Kindergarten;
- (j) **scraps** – scraps of all kinds are most useful – cloth, paper, cardboard boxes, tongue depressors;
- (k) **tools** – carpentry, suitable for safety at this level.

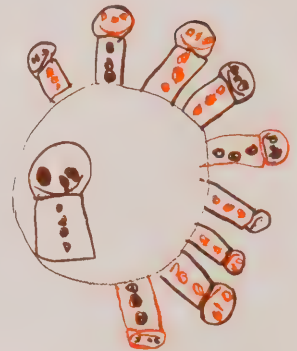
The teacher should have materials and supplies arranged in kits whenever possible. The children should eventually be taught a cafeteria system of obtaining supplies.

Suggested Reference Books

Art Education in The Kindergarten, Curriculum Division, Ontario Department of Education.

The Elementary Schools, Board of Education, City of New York, 1964, Publications Sales Office, 110 Livingston Street, Brooklyn 1, N.Y.

Charles D. Gaitskell, *Children and Their Art*, N.Y., Harcourt, Brace and World (Longmans).



Science

Much evidence exists to support the view that children in Kindergarten are not ready for formal science lessons, but rather that by direct experience with real things they can intuitively understand many phenomena. In the activity program, science, without being so named and without having any specific place on a timetable, becomes one of the vehicles for the development of the child. On the day of the first good snow-fall the children will perhaps sing of snow, talk of snow and represent snow in mime and in some art medium. By taking a walk in the snow they will observe its depth and texture and by such observation lay the basis for further enquiry in later years.

For the child's Kindergarten year no exact prescription of content is necessary. He should become increasingly familiar with the common



things about him. In the kitchen he finds such interesting things as measuring cups, funnels, egg timers and dyes. His teacher will see possibilities for broad experience and know the implications in science. The common things become the objects on which the science program develops.

An experience with real things can give a child a feeling of security and a sense of competence.

1 The child lives in a universe that is reliable, interesting and not unfriendly. He can trust it and live with it.

2 The child can do things with the stuff of the universe, and he can find out things. His own trains of thought and trains of activity are reliable and worth encouragement.

At this age he needs to continue to realize that he can cope with the natural world in his own way. In later years he will learn what others have done, what they have written and what experiments are in progress. Then the structure of science will be clear, science as an entity will be studied, and later still some boys and girls will study the distinct disciplines of science. But that is much later. In the Kindergarten year, science forms a part of the whole, a fibre in the plies that make the strand.

Miss Nash bought some chickens.

They were just 6 hours old.

They were very noisy and
very fluffy.



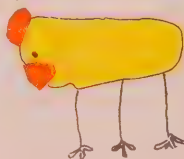
April 18

Today we weighed the chickens.

They weigh 12 ounces.

They are 1 month old.

There is 1 rooster.



May 18



Mathematics

To the child, much of the mathematical development that takes place in Kindergarten may be indistinguishable from his other activities. From among the abundant materials and the many activities which engage the attention of the children the teacher focusses gradually on those relationships which she knows to be mathematical. When a child has discovered, through many experiences, that one-to-one correspondence exists among groups of objects in a wide variety of situations, then and only then is it time to talk about "how many", and then to use the word "number". A host of activities can serve to provide experiences from which the teacher will extract mathematical concepts: a discussion of the story of Goldilocks with its repetition of one-to-one correspondence; the distributing of art paper in sufficient quantity for the children in each group.

There is no need to hurry to symbolic representation of numbers or operations in Kindergarten. The stage of actual first-hand experiences by the child should be followed by much discussion, with the group, the teacher and the class.

As the need for record-making develops through such questions as: Was all the class here yesterday? Are there more brown than black overboots? Semi-abstract symbols may be used to stand for real objects. For example, each wearer of overboots could draw, colour and cut out pictures of his own pair, and the resulting collection could be pasted in two columns of a sheet of kraft paper. Later, gummed stars could stand for the pictures. The discovery of relationships made by the class from this simple recording of one-to-one correspondence should be arrived at through free discussion. The teacher's role is to set the stage for learning and encourage a wide diversity of similar record-making activities.

A simple record of each child's progress is a necessity. Teachers should make short, dated notes, of a sentence or two each, to record a child's mastery of a concept. A brief sequence of mathematical ideas is presented here with the caution that the tyranny of time should not be inflicted on Kindergarten children – there are no suggested dates in the school year by which any child should be expected to have mastered any of the concepts listed:

- 1 sorting and classifying collections (sets) of objects, comparison by matching, recognition of equality and inequality of size of groups;
- 2 counting – of objects (cardinal numbers);
- 3 counting – rote;
 - oral, with some acquaintance with and discussion of the number line;
- 4 measurement – arbitrary units, some acquaintance with and discussion of standard units in the child's environment (length, volume, weight) – relationships such as smaller, larger; many, few, and others;
- 5 shapes and space – solid and flat shapes, stacking of solids, conservation of volume, symmetry and similarity.

Note: This list is intended to be suggestive rather than prescriptive. There is no particular sequence intended in the order given, and the omission of a concept does not necessarily imply its unsuitability for the work of the Kindergarten. A good deal of teacher observation and basic research is required before any definite conceptual pattern for primary mathematics can be formulated.





Our Class

Boys	Girls
	pog gch
	DEEVY
Chris	Nancy
Grant	Foy
Robin	Deanna
DANNY	TRACY
ALAN	MARY
Hebby	Janice P
TIMMY	JANE
BRUCE	Joan
Glen	cathy
MORRIS	Brenda
scott	Patricia

[illegible]

[illegible]

<p>■ Additional topics for exploration and enrichment</p> <p>Co-ordinate systems Metric system of measurement Scale Drawings Vectors</p>						
Shapes and Space*						
■ Properties of shapes						
Solid Shapes						
sphere, cylinder, cone, simple regular and semi-regular polyhedra	● ● ● ●					
faces, edges, vertices: number relationships	● ● ● ●					
Plane Shapes						
simple regular polygons, and some irregular polygons, circle, ellipse	● ●					
edges, vertices: number, relationships	● ●					
interrelationships of plane figures: triangle/square, sector/circle, and symmetry, congruency, translations, rotations, reflections	● ● ●					
Sets of Points						
line segment, ray, angle, plane, polygon, circle (as sets in Euclidean space)				● ● ● ●		
■ Space and Numbers						
Interrelationships: numerical illustrations of geometrical patterns and vice-versa	● ● ●					
■ Additional topics for exploration and enrichment						
Curve stitching Longitude and latitude: the sphere Perspective drawing						

*This section is an integral part of the course, but it should be treated experimentally, with different outcomes expected from different children and different classes.

Health and Safety

Health and Safety can hardly be considered as a distinct and separate subject, particularly at Kindergarten level. Rather, Health and Safety practices should become an integral part of the whole program, stressed as the situation demands.

Health

Some aspects of the Health program which might be included at this level:

Establishing regular toilet routines;

Washing hands before eating, after visiting the toilet;

Brushing teeth regularly

Use of handkerchief or tissues;

Regular meals and suitable foods;

Regular rest and sleeping habits;

Play in the fresh air;

Contact with the school nurse, doctor, dentist;

How they can help us;

Dressing suitably for the weather;

Dressing suitably for different occasions, such as physical education, painting.



Safety:

At School

Putting toys and equipment away safely;
Careful use of scissors and tools;
Moving furniture carefully and safely;
Watching out for other people, for example, in the school halls;
Careful use of equipment in the gymnasium;
Use of running shoes or bare feet in the gymnasium;
Knowledge of fire drill procedures;
Care in the yard – use lots of space.

Out of School

Knowing the safest way to and from school;
Understanding and obeying the traffic rules – the lights and crossings;
Knowing one's own name, address and telephone number;
Playing in a safe place, not on the street;
Avoiding dangerous practices such as throwing stones.

General

Fire prevention;
The policeman as a friend;
Water safety.

Suggested Teaching Aids

The establishment of a specific habit as a regular classroom routine; for example, washing hands, putting equipment away;
Inviting available helpers to the classroom so that the children may make personal contacts, such as the school nurse, doctor and dentist; the policeman, the traffic patrol;
Class visit; for example, to the local fire station;
Establishing regular Physical Education periods so that children will become more skilful in the management of their own bodies;
Use of simple stories to illustrate a specific point;
Use of safety verses;
Use of dramatic play; for example, to teach traffic rules;
Correlation with art;
Use of pictures, posters – Junior Red Cross, Department of Highways;
Use of films and film strips.

Music

Singing: Emphasis should be placed on the enjoyment that music brings to little children. As they start their adventure through school, the songs chosen should be within their interests. They like to sing about their play, home, pets, and the helpers in their community who guard their safety and good health, such as firemen, policemen and doctors. They like to sing songs about nursery rhyme people and familiar story book characters. At the beginning of the year, songs should be simple in content and tune, short, appealing and rhythmical. The range of small children's voices should be considered in choosing songs in Kindergarten (middle E^b to the upper E^b). For singing to be spontaneous and happy, it must be frequent and informal. The singing time of the class should be a time of keen interest and enjoyment.

Rhythmic Activities: Children generally like music of all kinds, particularly music to which they can respond with their whole beings. Body movements and rhythmic interpretations are natural accompaniments to musical activities for children. The impulse to dance and to give physical response to music is inherent in most children, and the Kindergarten teacher needs only to give opportunity for a child to express himself freely to slow, fast, heavy and soft types of music. Rhythmic activities may be an outgrowth of almost any experience. These can be stimulated by a bunny hopping, a fire engine speeding, or three bears taking a walk. Simple rhythm band activities offer more musical experience and develop the social value of learning to cooperate with a group.

Listening: The primary aim of the listening part of the music program in the Kindergarten is the development of a real love for good music through hearing different types of music and by making voluntary responses, sometimes in body movements. All listening activities in the Kindergarten should be short or interrupted by periods of physical activity. Listening to songs, stories and fine music delights children if the voices and songs are pleasant and simple. Music should be a part of the entire day in the Kindergarten, and Music Appreciation for Kindergarten children should be related to vocal, instrumental and bodily responses.

Kindergarten Song Books

The Magic of Music Ginn and Company

Songs to Share (children's interests), Gordon V. Thompson Ltd.

Songs for Judith (children's interests), Gordon V. Thompson Ltd.

Play Songs for Children (seasonal songs), Gordon V. Thompson Ltd.

Scissors and Songs, I (seasonal songs), Gordon V. Thompson Ltd.

A Child's Work, I Jarman Publications Ltd.

Sentence Songs for Little Singers Chappell and Co. Ltd.

More Sentence Songs for Little Singers Chappell and Co. Ltd.

Still More Songs for Little Singers Chappell and Co. Ltd.



"Even as a child, every human being should be viewed and treated as a necessary, essential member of humanity."

Froebel

Evaluation

Evaluation is a continuous challenge to Kindergarten teachers. It is a complex task because, in addition to the many factors involved in the evaluation of each child's growth and development, there must be an examination of the program to determine how well it provides for the needs and interests of individual children.

Evaluation of the Program

1 Are there many opportunities for each child:

- To learn more about himself?
- To develop his senses?
- To work with a group?
- To develop his potentialities?
- To solve problems for himself and for the group?
- To develop his muscles?
- To improve his coordination?
- To learn good work habits?

2 Are there many rich and satisfying experiences for each child:

- To supplement experiences of the home and environment?
- To broaden interests?
- To build concepts?
- To increase understandings?
- To develop an enthusiasm for exploration and discovery?

3 Are there language experiences for each child:

- To listen attentively?
- To communicate his ideas?
- To gain fluency in speech?
- To enlarge vocabulary?
- To observe details?
- To develop a lively interest in books and reading?



Evaluation of the Child

In addition to parent-teacher interviews held during the school year, most Kindergarten teachers prepare for the Grade 1 teacher an evaluation of each child's growth and development and a statement of the experience for which each child is ready.

Although the actual format will vary from school to school, the framework of the evaluation might be based on the goals of Kindergarten education. An example follows:

1 The child in relation to himself:

- Is he shy, self-conscious, or does he appear self-composed?
- Does he need constant direction or a minimum of direction by the teacher to become involved in an activity?
- Does he move from one activity to another or does he persist in one activity?

Does he engage repeatedly in the same activity or is he challenged by new and difficult tasks?

2 The child in relation to other people:

Does he join or leave a group easily?

How sensitive is he to the feelings of others?

To what extent is he willing to share materials?

Can he assume the leadership role capably?

Does he share leadership with others?

Does he respect the leadership of others?

Is his interest sustained in a group activity for an increasing amount of time?

Is he easily distracted in a group activity or does he function reliably as a group member?

To what extent does he feel secure outside his particular classroom?

3 The child in relation to his physical environment:

How adept is he in using large muscle apparatus?

What control has he of body movement in running, skipping?

Does he show skill in dressing himself?

How adept is he in using tools and materials in the classroom?

Is he cooperative in looking after materials and in helping to put away materials and equipment?

4 The child in relation to the world of ideas:

Is he curious about new things and eager for new experiences?

How well does he participate in discussions?

How effectively can he communicate his ideas?

Is he able to draw some conclusions?

Does he appreciate humour?

Is he able to listen purposefully?

To what extent can he discriminate among sounds?

Can he discriminate slight differences in colour, size, shape and space?

Does he show some creativity in the use of art materials?

Does he understand time sequences like yesterday, today and tomorrow?

To what extent has he shown interest in written symbols, in reading, in writing, in mathematics?

Does he enjoy and appreciate stories?

The Child's "Readiness"

1 Although the expression "readiness" is used frequently in the discussion of Kindergarten and Grade 1 programs, its meaning is not always interpreted in the same way. In a broad sense readiness is when a child is able to experience success in a certain activity.

Readiness has several important implications.

(a) It is concerned with the physical, social, emotional and mental growth of each child.

(b) It is related to the quality of his experiential background.

(c) Each child is always ready to learn something.

(d) Because of the nature of learning, it is the child who determines when he can successfully encounter a new experience. The teacher provides the media and arranges the environment for the learning to take place.

- (e) The school program should not become highly formalized and devoted to “reading readiness” because, by its nature, readiness is broad in scope and comprehensive in development.

2 Some children read before they come to Kindergarten. Most children have contacts and experiences with words in Kindergarten. Some children need to continue to have this same type of experience in Grade 1 before they are able to have success with a more organized program.

Some teachers use the term “reading readiness” to cover all reading experiences before the introduction of the basal readers. Because of these interpretations, many teachers claim that “Initial Reading” or “Beginning Reading” is the most appropriate expression to cover all experiences the child has with reading (a) before he comes to school, (b) in Kindergarten, and (c) in Grade 1 before he is introduced to instruction with the basal readers.

3 Most teachers feel that the skills which are usually associated with “initial reading” are developed as an integral part of the daily program:

- (a) The study of pictures helps children to develop skill in visual discrimination.
- (b) The use of manipulative materials such as coloured sticks, blocks and puzzles helps children to develop skill in visual discrimination. This enables them to see likenesses and differences and promotes eye and hand coordination.
- (c) Listening carefully and thoughtfully in discussions and during story and poetry time helps children to develop the habit of listening for meaning.
- (d) Many listening activities help children to develop skill in auditory discrimination to enable them to hear likenesses and differences in sounds.
- (e) An environment rich in possibilities for varied experiences contributes to each child’s stock of ideas, his meaningful vocabulary, his ability and desire to express himself. These will enable him to understand what an author has written in the readers and other books.
- (f) Stories and verses of literary merit kindle and extend children’s interests in books and reading, enlarge their vocabulary, and give valuable training in listening and in concentration.
- (e) Children become acquainted with left-to-right progression when the teacher draws attention to it as words and sentences are written.
- (f) Situations which involve problem-solving and decision-making lead children to think – an ability required in all reading experiences.

4 The teacher observes each child’s participation in the program. She also assesses his level of maturity in each of the language skills.

Furniture and Equipment

Kindergarten tables and chairs

Teacher's desk and chairs

Piano and bench

Record player and records

Shelves and units, display racks for books, reading table, toys and materials

Movable screens

Sandbox, pail, spade, sieves, spoons

Woodworking bench, tools, wood scraps

Trolleys, carts for blocks, or storage benches on wheels

Water tray or tank with containers, bottles, measures, siphon and other items

Picture file

Flannelboard, magnetic board or multiple service board

Bulletin board

Chalkboard

Flag, flagstand

Chart stand, experience chart paper

Easel to display pictures and charts

Some sleeping mats

A beginner's simplified physical-political globe

Clock

Art Equipment

Easels, table or counter space

Paper such as newsprint, manilla, coloured construction, roll of kraft

Paint brushes, paint cans and containers

Crayons, pencils, chalks

Paste

Scissors for right and left-handed children

Aprons

Work boards

Clay, asbestos, plasticine

Educational Toys – to develop skills such as:

Coordination of eye and hand, discrimination of size, colour and shape,

muscular coordination, manual dexterity, memory, reasoning, language, perseverance, concentration.

Puzzles

Construction, for example, hollow blocks, wooden floor blocks, bricks (plastic, rubber, wooden)

Balancing

Imaginative

Manipulative

Nesting

Lotto games

Stacking

Wheel toys such as wagon, tractor

Take-apart

Screwing

Sandbox toys – animals, people, farm

Pegboards, pegs

Coloured sticks of various lengths

Beads

Musical Instruments

Several good instruments rather than many inexpensive ones, for example, tom-tom drum, xylophone, dulcet chimes

Some percussion instruments

Home Centre

Small bed, if space available

Table, chairs

Wooden stove, sink, chest of drawers, refrigerator

Dishes, utensils

Telephones

Stroller

Toys for family play such as teddy bears, dolls

Physical Activity

Climbing equipment if space available

Benches

Agility boxes

Tumbling mats

Individual mats
Bean bags
Skipping ropes, short and long
Bowling set
Hoops
Balls – assorted sizes
Bats – paddle bats
Fun balls and bats (plastic)
Outdoor equipment such as sand pile, slides, trestles

Science Materials

Aquarium
Magnifying glass
Prism
Magnets
Large wall thermometer
Compass
Insect cage
Pet cage
Terrarium
Display area for science materials contributed by children
Pan balance scales with weights to seven pounds

Assorted

Clothing and materials for dramatic play
Puppets, puppet stage
Equipment for sewing
Toy money
Small six-inch globes for individual use
Letters, numbers
Large pictures for language development
Bathroom scales
Paper plates
Boxes, cartons, string, drinking straws
Scrap materials such as paper, wool, buttons, cotton batting

Books for the Kindergarten Library

The following list includes titles which might be added to books listed in Curriculum P. and J.4, "Basic Book List for Primary and Junior Divisions".

Picture Story Books

Bennett, R., *The Secret Hiding Place* World Publ.
(Nelson, Foster and Scott)
Bright, R., *The Friendly Bear* Doubleday (Doubleday)
Bright, R., *I Like Red* Doubleday (Doubleday)
Brown, M. W., *The Colour Kittens* Simon (Musson)
Brown, M. W., *The Wonderful House* Golden Press (Musson)
Buckley, H., *Grandfather and I* Lothrop (Ambassador)
Duvoisin, R., *A for the Ark* Lothrop (Ambassador)
Francoise, A., *Crocodile Tears* Faber (Queenswood House)
Friedrich, P., *The Easter Bunny that Overslept* Lothrop (Ambassador)
Galdone, P., *The Three Wishes* Whittlesey (McGraw-Hill)
Heyward, D. B., *The Country Bunny* Houghton (Nelson)
Kraus, R., *The Backward Day* Harper (Copp Clark)
Miller, E., *Mousekin's Golden House* Prentice-Hall (Prentice Hall)
Sendak, M., *Pierre* Harper (Longmans)
Wiese, K., *The Cunning Turtle* Viking (Macmillan)

Science

Bancroft, H., *Animals in Winter* Crowell (Ambassador)
Berkley, E. S., *Big and Little, Up and Down* Scott (Saunders)
Branley, F. M., *Mickey's Magnet* Crowell (Ambassador)
Conklin, G., *We Like Bugs* Holiday House (Saunders)
Fox, C. P., *When Winter Comes* Reilly (Copp Clark)
Francoise, *What Time Is It, Jeanne-Marie?* Scribner (Saunders)
Friskey, M., *The True Book of Birds We Know*
Children's Press (Jack Hood)
Lewellen, J., *The True Book of Moon, Sun and Stars*
Children's Press (Jack Hood)
Marcher, M. W., *Monarch Butterfly* Holiday House (Saunders)
Miller, P. K., *Big Frogs, Little Frogs* Holt, (Holt, Rinehart & Winston)
Petersham, M., *Off to Bed* Collier-Macmillan (Collier-Macmillan)
Podendorf, I., *The True Book of Pebbles and Shells*
Children's Press (Jack Hood)
Podendorf, I., *The True Book of Trees* Children's Press (Jack Hood)
Rojankovsky, F., *Animals in the Zoo* Knopf (Random House)
Schwartz, E., *When Animals Are Babies* Holiday House (Saunders)
Sendak, M., *The Happy Rain* Harper (Longmans)
Selsam, M., *All About Eggs* Scott (Saunders)
Selsam, M., *A Time for Sleep* Scott (Saunders)
Selsam, M., *You and the World Around You* Doubleday (Doubleday)
Tresselt, A., *Under the Trees and Through the Grass*
Lothrop (Ambassador)
Watson, J. W., *Wonders of Nature* Golden Press (Musson)
Williams, G., *Baby Farm Animals* Golden Press (Musson)
Ylla, *Animal Babies* Harper (Longmans)
Zion, G., *Really Spring* Harper (Longmans)

Community Life

- Alexander, A., *Boats and Ships from A to Z* Rand McNally (W. J. Gage)
Bendick, J., *The First Book of Supermarkets* Watts (Ambassador)
Bone, S., *The Little Boys and Their Boats* Dent (Dent)
Brown, M. W., *The Noisy Book* Harper (Longmans)
Fisher, L. E., *Pumpers, Boilers, Hooks and Ladders* Dial (Saunders)
Francoise, *The Thank You Book* Scribner (Saunders)
Joslin, S., *What Do You Do, Dear?* Scott (Saunders)
Lenski, L., *Let's Play House* Walck (Oxford)
Romano, L. G., *This Is a Department Store* Follett (Ryerson)
Shuttlesworth, D., *A B C of Buses* Doubleday (Doubleday)

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